DOCUMENT RESUME

ED 186 798 CG 014 364

AUTHOR	Ryan, T. A.
TITLE	Staff Development Guidelines for Systematic Planning in Corrections.
INSTITUTION	South Carolina Univ., Columbia.
SPONS AGENCY	Office of Law Enforcement Assistance, Washington, D.C.
PUB DATE	Feb 78
GRANT	LEAA-77-ED-99-007
NOTE	50p.; For related documents see CG 014 363, and CG 014 366.
AVAILABLE FROM	University of South Carolina, College of Criminal Justice, Columbia, SC 29208 ($4.00)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Correctional Institutions; Guidelines; *Inservice Education; Long Range Planning; Professional Personnel; *Program Design; Program Development; *Skill Development; *Staff Development; *Systems Approach; Workshops

ABSTRACT

This manual provides a set of guidelines for organizing and conducting workshops or other in-service training programs to develop the planning skills of corrections personnel. The guidelines are intended to be flexible rather than fixed, to permit agencies as much latitude as possible in adapting the needs. The materials presented address the following topics: (1) an overview of the goals and objectives of the workshop with its focus on gaining skills in the area of systematic planning; (2) basic concepts of systematic planning including program design, implementation, and evaluation; and (3) specific skill-building activities for workshop participants. A bibliography of books and journal articles is also included. (Author/HLM)

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STAFF DEVELOPMENT GUIDELINES

FOR

SYSTEMATIC PLANNING IN CORRECTIONS

T. A. Ryan

University of South Carolina

February 1978

CG 014364

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

This manual was developed to provide a set of guidelines for organizing and conducting workshops or other in-service training programs to develop planning skills of corrections personnel. The guidelines are intended to be flexible rather than fixed, to permit agencies as much latitude as possible in adapting the suggested programs to best meet their unique training needs.

The background of experience out of which these guidelines have been developed consists of over a decade of planning and conducting staff development programs. All of the principles which are stated and all of the activities, hardware, and software which are included have been used extensively in training programs conducted for corrections personnel. However, the particular scope and sequence set forth in this manual have not been tried before.

The manual development was supported in part by grant from the Law Enforcement Assistance Administration, LEAA Grant No. 77-ED-99-0007. However, the views, conclusions, or recommendations expressed in this document do not necessarily reflect the official views or policies of the agencies of the United States Government.

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CHAPTER I

OVERVIEW

Introduction

This is a staff development manual for planning and conducting in-service or pre-service training of corrections personnel in the area of systematic planning. The manual sets forth guidelines for making preparations to hold workshops on planning, and subsequently conducting in-house training programs which are compatible with and reinforcing to regional and national staff development efforts.

Rationale

The preparation of staff for the various roles involved in planning, implementing, and evaluating delivery systems for correctional agencies and institutions is critical and essential. Staff development is a necessary component of any effort to significantly change existing procedures or to make improvements in any correctional system. There is a need for training which cuts across three dimensions. Seminars or conferences conducted within a national framework are important and essential to ensure cross-pollination of ideas and to develop and support cooperation and communication between local, state, and political agencies. Regional seminars or workshops further support the development of collaboration and communication between agencies in a geographic area where there are common challenges and a common resource pool.

The touchstone of staff development, however, is the in-house effort in which the personnel from a single or related agencies or institutions within a state participate in a workshop with objectives which are relatively narrowly defined and specific to the situation. A common training need in corrections is the development of planning skills, and an understanding of the planning process in relation to the implementation of plans. The best possible plans will be of little value to an agency if the staff responsible for the implementation of these plans are not adequately prepared. This requires an understanding of the planning process, and an appreciation of the way in which planning impacts on implementation.

> Corrections in the past has suffered from piecemeal and patchwork programming and crisis-oriented planning.
>
> Plagued with a lack of resources and adequate planning for handling present and future problems, corrections

> has too often operated on the basis of coping with problems as they arise, reacting to situations rather than planning ahead for them.
>
> . . . the emerging emphasis on comprehensive criminal justice planning by the Law Enforcement Assistance Administration of the U. S. Department of Justice, should help the long-range planning and management of the nation's correctional system (American Correctional Association, 1972, p. 4).

The major objective of this staff development manual is to provide a set of guidelines which will facilitate in the most effective manner possible the development of the specialized skills and background of knowledge essential for fulfilling responsibilities of staff in an agency or institution for producing plans and implementing plans. It is generally accepted that for staff development programs to be successful two essential conditions must be met. First, the program must be designed to meet the needs, interests, and concerns of the clientele it serves. Second, the program must be capable of implementation in the setting for which it is intended. The guidelines set forth in this manual should be of particular value to those responsible for developing the in-service or pre-service training programs for corrections personnel.

Organization

This staff development manual has been organized to provide a ready reference to staff development personnel for planning and conducting workshops in planning for corrections personnel. The manual is comprised of three chapters and a planning bibliography.

Chapter I gives an overview of the manual, and includes a statement of the rationale for the guidelines, a description of the organization of the manual, and directions to users.

Chapter II sets forth a general orientation to the philosophy and basic concepts of systematic planning. All staff should possess a common understanding of the goals and objectives of systematic planning for corrections. Whenever possible training should involve participants in doing things actively, rather than merely talking about them or passively listening to lectures. Involving participants in as many meaningful tasks as possible will contribute toward fostering positive attitudes toward the workshop.

Chapter III orients the participants to the units that make up the workshop curriculum. The intent of this chapter is to provide an overview of the various units that are ready for installation and to make available a set of sample units. These can be used directly or modified to fit the situation. A bibliography on planning is included in the back of the manual.

Directions to Users

In the Regional Seminars which have been conducted by the Planning, Implementation, and Evaluation in Corrections Program since 1969, a cadre of leaders has been prepared with the capability of serving as staff development leaders, able to assume major responsibility for planning and conducting in-service sessions for staff in their respective correctional agencies or institutions. In this leadership role, these individuals will provide in-service training programs to other staff. This manual outlines a training sequence for staff participating in the in-service or pre-service programs.

This manual is designed to provide basic guidelines for planning and conducting in-house workshops on planning. It is recognized that local conditions, needs, and preferences must be considered in order to achieve optimum results from in-service or pre-service programs. In effect, this means that each training program needs to be tailored to the specific situation. The planning workshops developed through use of these guidelines conceivably could be somewhat different at each local correctional setting. Modifications due to local conditions in matters such as timing and methods are expected. It is recommended that for optimum results all the major steps presented in the conceptual model should be followed.

CHAPTER II

ORIENTATION TO SYSTEMATIC PREPLANNING OF STAFF DEVELOPMENT PROGRAMS

The purpose of this chapter is to set forth a general orientation to the philosophy and basic concepts of systematic planning and to discuss the components which are essential for a successful in-service or pre-service training program.

Philosophy

The task of preparing corrections personnel for involvement in the planning and implementation of effective programs for their respective agencies and institutions is an all encompassing challenge. Pre-service and in-service programs focused on developing plans for systematic planning and implementation of plans can go a long way toward meeting this challenge. Effective training programs will not happen by chance. There must be a carefully conceived and carried out preparation and preplanning phase, which attends to (1) setting the training goals and objectives; (2) defining the scope and sequence for the program; (3) deciding on the training location and facility; (4) setting the time schedule for the program; (5) deciding on methods and techniques for training; and (6) selecting appropriate hardware and software for the program.

Definition of Training Goals, Subgoals, and Objectives

The definition of goals, subgoals, and objectives refers to clearly stating the expected outcomes of the training program. This is an essential component of any effective training program.

Goals describe the general intent or desired outcomes in broadly defined, somewhat idealistic terms. A goal sets the direction and indicates the general nature of the desired outcome, but does not specify characteristics of the desired ends. Goals reflect the philosophical frame of reference of the particular setting and are characterized by broadness in intent and scope. Goals are idealistic, but should not be so far removed from reality as to be meaningless.

Subgoals are components of goals. Subgoals describe in general terms the areas of knowledge, skills, and attitudes or values which participants must acquire or develop in order for goals to be accomplished.

Instructional objectives are behaviorally stated outcomes of instruction which describe the terminal behaviors of the learners following a specified instructional intervention. Mager (1962) defined an objective as an intent communicated by a statement describing a proposed change in a learner, a statement of what the learner is to be like when the learner has successfully completed a learning experience. Instructional or behavioral objectives must state in a very specific term the pertinent, attainable, measurable, and observable behaviors which will be manifest at the completion of the instructional sequence. Behavioral objectives must be written in terms which can be evaluated, and must specify the criteria of effectiveness.

A rationally conceived set of goals and subgoals implemented by carefully designed and detailed objectives become the foundation upon which successful training programs are built. In this manual a set of goals and subgoals is given for a workshop to develop planning capabilities of corrections personnel. These goals and subgoals are general in nature, and it is expected that they will apply in most if not all situations in which this manual is being used to develop workshops on planning. The subgoals, however, must be expressed as behavioral objectives, since the effectiveness of learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints of the situation and the characteristics of the particular group of learners. Since this manual will be used in different settings, the definition of behavioral objectives will need to be done by the leaders who are developing the workshop, taking into account the characteristics of the participants, environmental conditions, resources and constraints in the particular setting. Each definition of a behavioral objective should include:

. . . operation description of the behaviors to be developed

. . . conditions under which the desired behaviors will be demonstrated

. . . limitations and constraints

. . . criteria for acceptable performance

Each behavioral objective should pass a quality test. Ryan (1973) developed and described a quality test, by the acronym SPAMO. This test requires that each objective must satisfy five criteria to provide a basis for accountability. These criteria are:

S pecificity
P ertinence
A ttainability
M easurability
O bservability

An objective is SPECIFIC if it is expressed in terms clear and precise rather than being vague or ambiguous.

It is PERTINENT if it is relevant to the group of learners and the setting.

It is ATTAINABLE if it is within the realm of possibility for being achieved by the particular group of learners within limitations of the setting.

It is MEASURABLE if procedures for quantifying the desired outcomes are available.

It is OBSERVABLE if the desired outcomes can either be seen directly or inferred from observed behaviors.

In this manual instructional objectives are defined for four units, and for the sessions making up each unit. The unit and session objectives are behavioral objectives. They are intended to serve as examples. Since they were developed outside the context of a particular setting, they may not apply universally. For each workshop it will be necessary to convert subgoals into unit objectives, and these in turn, to session objectives appropriate for the setting and the participants.

Subgoals for a Workshop on Planning

The planning workshop for corrections personnel is intended to accomplish one primary goal which is implemented in two subgoals. The goal is to develop planning capabilities of corrections personnel. Two subgoals must be achieved to fully realize this goal:

Subgoal 1.1 To develop participants understanding of the process of systematic planning.

Subgoal 1.2 To increase participants proficiency in applying skills of systems approach to corrections planning.

Unit Objectives Implementing Training Subgoals

The set of behavioral objectives appropriate for a workshop must be designed precisely and purposefully for that particular training program. The following objectives are given to serve as examples of the kind of objectives which must be developed to implement the two subgoals:

Subgoal 1.1 To develop participants understanding of the process of systematic planning.

Objective 1.1.1 Given lecture, individualized activity, and assigned reading on systems concepts and principles and planning concepts and principles, participants will be able to answer 16 out of 20 items correctly on a multiple choice test over basic concepts and principles of planning and systems approach.

Objective 1.1.2 Given lecture, discussion, panel presentation, individualized activity, and study of Part I of the Planning Model on planning concepts, participants will be able to answer 16 out of 20 items correctly on a multiple choice test over basic concepts and principles of planning.

Objective 1.1.3 Given lecture, discussion, and study of Part II in the Planning Model on concepts and principles of planning implementation of systems design, participants will be able to answer 16 out of 20 items correctly on a postassessment on planning implementation.

Objective 1.1.4 Given lecture, discussion, and study of Part III in the Planning Model on concepts and principles of planning evaluation of systems designs and systems operation, participants will be able to answer 16 out of 20 items correctly on a post-assessment on planning evaluation.

Subgoal 1.2 To increase participants proficiency in applying skills of systems approach to corrections planning.

Objective 1.2.1 Given individualized and task group activities and supervised practice in performing analysis, synthesis, simulation, and modeling, participants will demonstrate proficiency in applying these skills by scoring 32 out of 40 on performance tests over analysis, synthesis, simulation, and modeling.

Objective 1.2.2 Given task group activities and supervised practice in planning a systematic plan for a delivery system, participants will define ends to be achieved and determine the optimum configuration of means for achieving these means, with a score of 80%.

Objective 1.2.3 Given task group activities and supervised practice in planning implementation, participants will complete an implementation plan with a score of 80%.

Objective 1.2.4 Given task group activities and supervised practice in planning evaluation, participants will complete an evaluation plan with a score of 80%.

These objectives are unit objectives for the units presented in Chapter III. Each unit implements two objectives, one objective to increase participants knowledge of planning and one objective to develop participants skills of planning. Unit I implements Objectives (1.1.1) and (1.2.1) to increase knowledge and skills in using a systems approach to planning. Unit II implements Objectives (1.1.2) and (1.2.2) to increase participants knowledge and skills in developing plans for correctional systems. Unit III implements Objectives (1.1.3) and (1.2.3) to increase participants knowledge and skills in planning implementation of a system plan. Unit IV implements Objectives (1.1.4) and (1.2.4) to increase knowledge and participants skills in planning evaluation of correctional systems. Figure 1 presents a chart of the goals, subgoals, and objectives matrix.

Scope and Sequence of the Training Program

The scope of the curriculum refers to the depth and breadth of the content included in the training program. The sequence refers to the way the learning experiences are systematically arranged to be compatible with the way the learning capabilities of the anticipated learner population.

The scope of the workshop is intended to provide an indepth coverage of planning in relation to correctional systems. Four units are included in the curriculum to provide the basic content of the training program. These are:

1. Systems approach to planning in corrections
2. Developing plans for correctional systems
3. Planning implementation of system plans
4. Planning evaluation of correctional systems

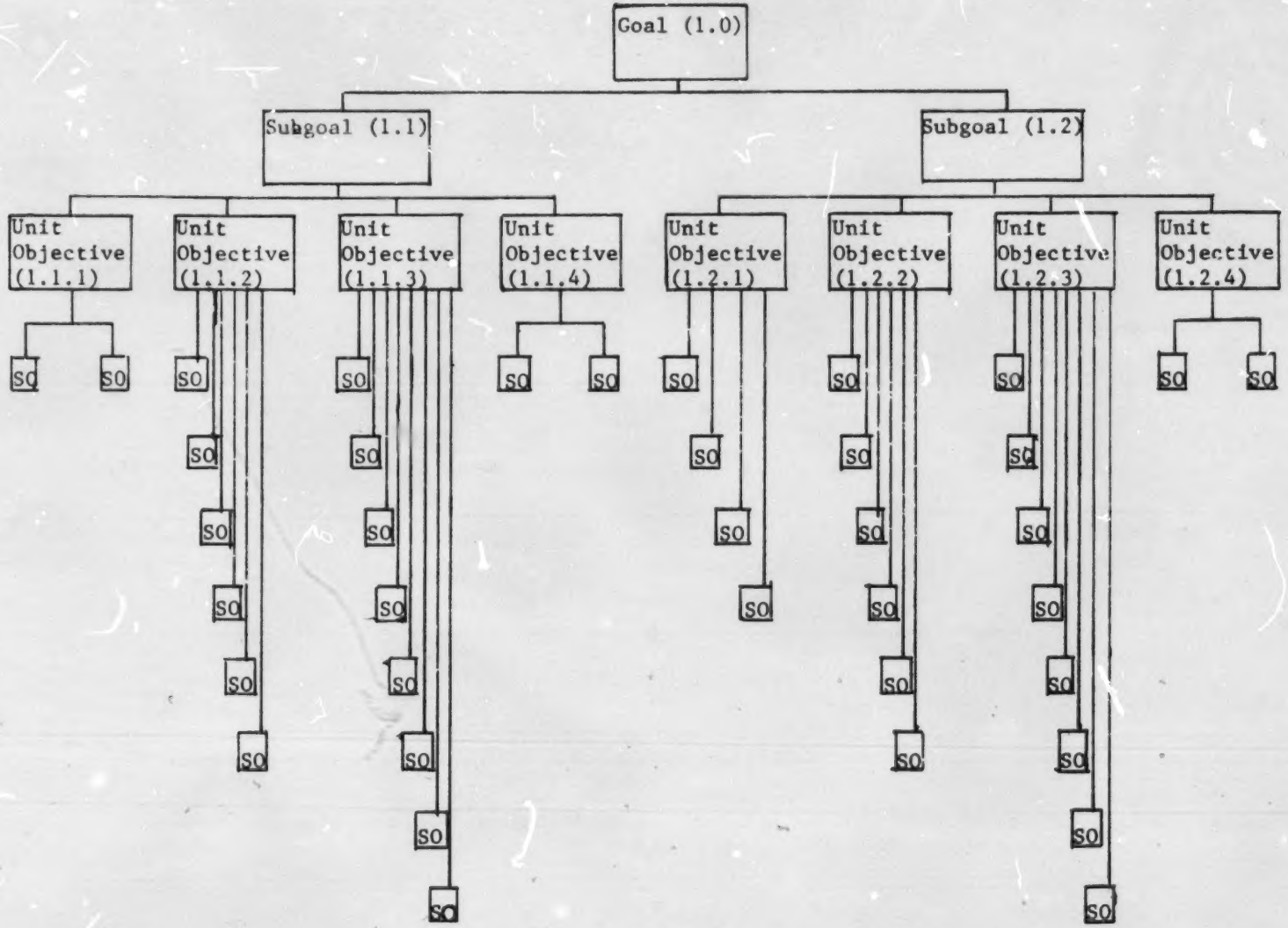
The recommended sequence of learning experiences for the four units implementing this training program are as follows:

Unit I. Systems Approach to Planning in Corrections

A. Concepts and Principles of Systems Approach

B. Concepts and Principles of Planning

C. Systematic Planning Skills for Correctional Agencies



Note. SO = Session Objective

Figure 1. Goal, Subgoals, Unit and Session Objectives

Unit II. Developing Plans for Correctional Systems

A. Establishing a Rationale

B. Assessing System Needs

1. Projecting an Ideal System

2. Analyzing the Real Life Situation

3. Evaluating and Prioritizing Needs

C. Defining Systems Goals, Subgoals, and Objectives

D. Considering Alternative Means for Achieving System Goals

Unit III. Planning Implementation of System Plans

A. Planning Public Relations

B Planning Establishment/Use of Advisory Committees

C. Planning for Legislative Support

D. Planning Human Resources Utilization

E. Planning the System Budget

F. Planning Time Management

G. Planning the Nature and Utilization of Facilities

H. Planning the Installation and Maintenance of the System

I. Planning the Development of Hardware and Software

Unit IV. Planning Evaluation of Correctional Systems

A. Planning a Self Evaluation

B. Planning for External Evaluation of the System

Training Location and Facility

The setting for staff development is an important factor in relation to the success of the training program. An attempt should be made to keep the setting as free from distraction as possible. All attempts to provide services to trainees should be made to ensure that attention is focused on the training program, rather than being diverted to questions related to every day work assignments or other non-related or peripherally

related items. A large room should be available for large group presentations, with sufficient space to accommodate the number participating in the training program. Heating, ventilation, and lighting are important components of the training facility. It is important that all physical factors combine to provide a comfortable, conducive environment for learning. There should be provisions for small group meetings. These areas should be comfortable and relaxed, and contribute to the enrichment of the learning environment.

The location of the training program is an extremely important factor. Training should be offered in a location which is easily accessible to those for whom the program is designed.

Time Schedule

The time schedule for the training program should satisfy two criteria: (1) provision of instruction, and (2) allowance for flexibility. A schedule should be established which clearly sets an outside structure for the training program. Within this outside structure there should be the possibility of making adjustments to accommodate needs as they arise. The time frame to accommodate the basic program covered in the four units set forth in the scope of the curriculum is 50 hours. The time frame can be adjusted to meet the demands of the situation. If possible, it is recommended that three to four consecutive days be used for the training program. It is possible to extend the program beyond four days. It is not recommended to try to provide this kind of training program in less than three days. There are alternatives which could be considered in case it is not possible to have the participants for four consecutive days. One day a week for four weeks or one-half day a week for eight weeks would accommodate the same basic program. It is not anticipated that participants in a four-day workshop will reach the level of proficiency or acquire the basic understanding of systematic planning which is developed by participants in the regional or national ten-day management training seminars. The training program conceivably could be reduced to three days, but under no circumstances should it be shortened beyond three days.

Methods and Techniques

Methods refer to the way in which learners are organized. Techniques are the way in which the learning experiences are presented.

There are three basic methods which should be employed: large group, small group, and individualized activities. Of these, the small group activities should be emphasized the most.

Each technique has advantages and disadvantages. Skillful selection of techniques is important to the success of the program. The following techniques should be used whenever appropriate to achieving the objective:

Brainstorming

Case Study

Demonstration

Discussion Group

Task Group

Field Trip

Programmed Instruction

Lecture

Listening Team

Panel

Role Playing

Simulation Games

Hardware and Software

Hardware refers to the equipment used to deliver the curriculum. Software refers to the materials of instruction. An effective training program requires full utilization of audio visual equipment and supplies. The delivery of the workshop will require the following equipment:

35 mm slide projector with carousel

16 mm film projector

Audio cassette recorder

Filmstrip projector

Overhead projector

Video tape recorder with monitor

It is essential to have software compatible with the hardware, and also to ensure that an adequate supply of relevant handouts, textual, and other printed materials are available. Books, journals, unpublished materials, programmed instructional materials, filmstrips, tapes, 35 mm slides, transparencies, simulation materials, workbooks, problems, and exercises are essential to the success of the program.

CHAPTER III

CURRICULUM UNITS

Introduction

The following outline for conducting a staff development program for a correctional agency or institution for all staff members is intended to be used as a guide for each corrections agency or institution to develop more detailed staff development program plans.

Specific methods and techniques for presentations of materials are presented; however, it is understood that each correctional agency or institution conducting staff development will differ in size of the audience, background of participants, time available, and human/material resources available. Each correctional agency or institution conducting staff development programs may use different methods and techniques than have been presented here because of local situations and resources. Modifications of this type are expected.

This chapter presents four units: (1) systems approach to planning in corrections, (2) developing plans for correctional systems, (3) planning implementation of a system plan, and (4) planning the evaluation of correctional systems. In each unit a rationale, a set of unit objectives, an overall strategy, and an evaluation for the unit are presented. These are followed by more specific rationales and agendas for each session. If all sessions outlined in this manual were to be presented, the time frame would be 50 hours. It is intended that each correctional agency or institution will select from among the sessions given to put together a training program which will best meet the needs of the individual, agency or institution. The sessions which are presented in this manual are intended primarily to be illustrations and to serve as examples.

Unit I: Systems Approach to Planning

Rationale

All staff members of a correctional agency or institution will play important roles in the design of systematic plans for corrections. It is important, therefore, to make sure that the staff members are well informed and support the concept of systematic planning. Staff must have knowledge and skills developed to assist them to perceive that systems approach to planning is a worthwhile and desirable concept, which can make corrections more efficient and effective.

Unit Objectives

Objective (1.1.1) Given lecture, individualized activity, and assigned reading on systems concepts and principles and planning concepts and principles, participants will be able to answer 16 out of 20 items correctly on a multiple choice test over basic concepts and principles of planning and systems approach.

Objective (1.2.1) Given individualized and task group activities and supervised practice in performing analysis, synthesis, simulation and modeling, participants will demonstrate proficiency in applying these skills by scoring 32 out of 40 on performance tests over analysis, synthesis, simulation and modeling.

Overall Strategy

A. Number of unit sessions and recommended time for each session.

1. Session 1 - 4 hours
2. Session 2 - 4 hours
3. Session 3 - 4 hours

Total 12 hours

B. Methods and Techniques

1. Methods

a. Large group
b. Small group
c. Individual

2. Techniques

a. Lecture
b. Discussion
c. Questions and answers
d. Task group
e. Simulation
f. Programmed instruction

C. Location

1. Meeting room, large (1)

2. Meeting rooms, small (2)*

D. Hardware/Software

1. Hardware

a. 35 mm slide projector
b. Overhead projector
c. Audio cassette recorder
d. Screen

2. Software

a. 35 mm slides
b. Audio cassette tape
c. Transparencies
d. Problems and exercises
e. Pens/pencils
f. Flowcharting templates--IBM #GX20-8020-1, U/M010
g. Pointer
h. Programmed workbooks
i. Books

Evaluation

Evaluation of this unit will be made by analysis of scores from an objective test against criteria set in unit objectives.

Session 1 of Unit I

Rationale

To develop a strong commitment to systematic planning, staff members of correctional agencies or institutions should be introduced to the concepts and principles of systems approach to planning. This session should develop participants' understanding of systems approach to planning and develop skills of staff members to perform a basic analysis of a real-life situation, and to design a flowchart model.

---

*Optional

Session Objectives

Objective (1.1.1.1) Given lecture, question and answer period, and study on concepts and principles of systems approach to planning, participants will answer 8 out of 10 items correctly on a postassessment on systems approach to planning.

Objective (1.1.1.2) Given a slide-tape presentation on the concepts and principles of LOGOS language, participants will answer 8 out of 10 items correctly on a postassessment on LOGOS language.

Objective (1.2.1.1) Given task group activity, reporting, and discussion on analysis, participants will develop skills to perform an analysis of a real-life situation.

Agenda

20 minutes - Overview and Orientation.

5 minutes - Question and Answer Period.

40 minutes - Large Group Lecture. Concepts and principles of systematic planning.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem ANALYSIS: Perform an analysis of a real-life situation.

15 minutes - Small Group Activity. Problem ANALYSIS.

10 minutes - Report Period.

5 minutes - Evaluation of Problem ANALYSIS.

130 minutes - Supervised Individualized Activity. Slide tape presentation on modeling using LOGOS language.

5 minutes - Question and Answer Period.

Session 2 of Unit I

Rationale

This session is designed to assist staff members in developing advanced skills in drawing and using a flowchart model.

Session Objectives

Objective (1.2.1.2) Given individualized and task group activities, evaluation periods, and supervised practice on the use of LOGOS language, participants will develop skills of converting a narrative description into a flowchart model.

Agenda

5 minutes - Individualized Task Assignment. Problem A: Convert narrative description into a flowchart model using LOGOS language.

30 minutes - Supervised Individualized Activity. Problem A.

5 minutes - Evaluation of Problem A.

5 minutes - Individualized Assignment. Problem B: Convert narrative description into a flowchart model using LOGOS language.

30 minutes - Supervised Individualized Activity. Problem B.

5 minutes - Evaluation of Problem B.

5 minutes - Individualized Assignment. Problem C: Convert narrative description into a flowchart model using LOGOS language

40 minutes - Supervised Individualized Activity. Problem C.

5 minutes - Evaluation of Problem C.

5 minutes - Small Group Assignment. Problem D. Convert narrative description into a flowchart model using LOGOS language.

45 minutes - Small Group Activity. Problem D.

5 minutes - Evaluation of Problem D.

5 minutes - Small Group Assignment. Problem E: Convert narrative description into a flowchart model using LOGOS language.

45 minutes - Small Group Activity. Problem E.

5 minutes - Evaluation of Problem E.

Session 3 of Unit I

Rationale

This session is designed to help staff members develop skills which will be used in systematic planning through the use of task activities in which staff members create a new whole from unseemingly unrelated parts to accomplish a task. Staff members will also perform a simulation to test alternative plans which have been designed and determine which plan is most effective.

Session Objectives

Objective (1.2.1.3) Given task group activity, reporting and discussion periods on performing a synthesis, participants will create a new whole out of unrelated parts.

Objective (1.2.1.4) Given task group activity, reporting and discussion periods, participants will be able to perform a simulation to test a model.

Agenda

5 minutes - Small Group Assignment. Problem SYNTHESIS: Create a new whole out of different parts.

80 minutes - Small Group Activity. Problem SYNTHESIS.

15 minutes - Report Period.

5 minutes - Evaluate Problem SYNTHESIS.

5 minutes - Small Group Assignment. Problem SIMULATION: Simulate a model to determine which plan is most effective.

110 minutes - Small Group Activity. Problem SYNTHESIS.

15 minutes - Report Period.

5 minutes - Evaluation of Problem SYNTHESIS.

Unit II: Developing Plans for Correctional Systems

Rationale

This unit is designed to prepare staff members to plan a systematic plan. Staff members need to be able to plan a systematic plan to ensure

that the outcomes of planning for corrections are the very best possible. The recommended goals have a twofold purpose: (1) for staff to understand the concepts and principles of planning a plan, and (2) for staff to develop skills in planning a plan.

Unit Objectives

Objective (1.1.2) Given lecture, discussion, panel presentation, individualized activity, and study of Part I of the Planning Model on planning concepts and principles, participants will be able to answer 16 out of 20 items correctly on a multiple choice test over basic concepts and principles of planning.

Objective (1.2.2) Given task group activities and supervised practice in planning a systematic plan for a delivery system, participants will define ends to be achieved and determine the optimum configuration of means for achieving these ends, with score of 80%.

Overall Strategy

A. Number of Unit Sessions and Recommended Time for Each Session

1. Session 1 - 2 hours
2. Session 2 - 2 hours
3. Session 3 - 2 hours
4. Session 4 - 2 hours
5. Session 5 - 2 hours
6. Session 6 - 2 hours

Total 12 hours

B. Methods and Techniques

1. Methods

a. Large group
b. Small group
c. Individual

2. Techniques

a. Lecture
b. Question and answer
c. Task group
d. Discussion
e. Simulation
f. Programmed instruction

C. Location

1. Meeting room, large (1)

2. Meeting rooms,small (2)

D. Hardware and Software

1. Hardware

a. Overhead projector
b. Screen

2. Software

a. Transparencies
b. Books
c. Pens/pencils
d. Problems and exercises
e. Lined notebook paper
f. Programmed workbooks

Evaluation

Evaluation will be made by use of an analysis of objective test scores against criteria set in unit objectives.

Session 1 of Unit II

Rationale

Staff members must fully understand what a rationale is and why it is written in a systematic plan. After participating in this session, staff members will understand the concepts and principles of rationale development and be able to demonstrate skills to plan a rationale.

Session Objectives

Objective (1.1.2.1) Given lecture, question and answer period, and study on systematic development of rationale, participants will be able to correctly write a rationale statement.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of systematic rationale development.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem RATIONALE: Plan a rationale statement for a delivery system.

70 minutes - Small Group Activity. Problem RATIONALE.

15 minutes. Report Period.

5 minutes - Evaluation of Problem RATIONALE.

Session 2 of Unit II

Rationale

This session is designed to help staff members understand the concepts and principles of projecting an ideal system for a systematic plan. Staff members must also develop skills in projecting an ideal system to be able to plan a systematic plan for a correctional agency or institution.

Session Objectives

Objective (1.1.2.2) Given lecture, question and answer period, and study on projecting an ideal system, participants will be able to define concepts and state principles of projecting an ideal system by correctly answering 8 out of 10 questions on a postassessment.

Objective (1.2.2.2) Given task group activity, reporting and discussion periods, and supervised practice on projecting an ideal system, participants will be able to project an ideal system for a delivery system model.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of an ideal system for corrections.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem IDEAL: Project an ideal corrections system.

70 minutes - Small Group Activity. Problem IDEAL.

15 minutes - Report Period.

5 minutes - Evaluation of Problem IDEAL.

Session 3 of Unit II

Rationale

This session is designed to help staff members understand why the real-life environment of a system is analyzed. Staff members' knowledge and skills toward analysis of a real-life situation should be developed by providing information about the purpose and role of the analysis in planning a systematic plan.

Session Objectives

Objective (1.1.2.3) Given lecture, question and answer periods, and study on concepts and principles of analysis of a real-life system, participants will be able to correctly answer 8 out of 10 questions on a postassessment.

Objective (1.2.2.3) Given task group activity, reporting, discussion periods, and supervised practice in analyzing a real-life situation, participants will develop skills to analyze the real-life situation of a delivery system.

Agenda

20 minutes - Large Group Lecture. Analysis of concepts and principles of real-life corrections system.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem REAL-LIFE: Analyze a real-life correctional system.

70 minutes - Small Group Activity. Problem REAL-LIFE.

15 minutes - Report Period.

5 minutes - Evaluation of Problem REAL-LIFE.

Session 4 of Unit II

Rationale

The purpose and procedure on systematic needs assessment are often misunderstood. This often results in the lack of cooperation on the part of some staff members. Staff members' knowledge and skills should be developed about assessment of needs in planning a systematic plan for a correctional agency or institution.

Session Objectives

Objective (1.1.2.4) Given lecture, question and answer periods, and study on concepts and principles of determining and prioritizing needs for a delivery system, participants will correctly answer 8 out of 10 questions on a postassessment.

Objective (1.2.2.4) Given task group activity, reporting, discussion and supervised practice on determining and prioritizing needs, participants will develop skills to determine and prioritize needs of a delivery system.

Agenda

20 minutes - Large Group Lecture. Determining and prioritizing needs for a delivery system.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem NEEDS: Determine and prioritize needs for a systematic plan.

70 minutes - Small Group Activity. Problem NEEDS.

15 minutes - Report Period.

5 minutes - Evaluation of Problem NEEDS.

Session 5 of Unit II

Rationale

Sessions 1, 2, 3, and 4 of Unit II mark a good beginning toward staff preparation of planning a systematic plan. This session now is designed to develop staff members' knowledge and skills in planning goals, subgoals, and objectives which will need to be accomplished by the use of a systematic plan.

Session Objectives

Objective (1.1.2.5) Given lecture, question and answer periods, and study of the concepts and principles of establishing ends for a delivery system, participants will be able to correctly answer 8 out of 10 questions on a postassessment.

Objective (1.2.2.5) Given task group activity, reporting, discussion, and supervised practice on establishing ends for a delivery system, participants will develop skills to establish ends for a delivery system.

Agenda

5 minutes - Large Group Assignment. Activity: Introduction or programmed instruction booklet on goals, subgoals, and performance objectives for a systematic plan.

50 minutes - Individualized Activity. Problem GOSGO: Complete programmed booklet on goals, subgoals, and objectives.

5 minutes - Large Group Activity. Problem GOSGO: Recapitulation of programmed instruction.

15 minutes - Large Group Assignment. Problem MANAGEMENT OBJECTIVES: Individualized activity to develop skills of writing management objectives.

40 minutes - Individualized Activity. Problem MANAGEMENT OBJECTIVES.

5 minutes - Large Group Activity. Recapitulation of Problem MANAGEMENT OBJECTIVES.

Session 6 of Unit II

Rationale

This session actually deals with the final process of developing a systematic plan for a correctional agency or institution. Staff members must understand the concepts and principles of developing a systematic plan in order for the plan to be most effective and efficient for the particular correctional setting.

Session Objectives

Objective (1.1.2.6) Given lecture, question and answer periods, and study on the concepts and principles of developing means for a delivery system, participants

will be able to correctly answer 8 out of 10 questions on a postassessment.

Objective (1.2.2.6) Given task group activity, reporting, discussion, and supervised practice in developing alternative means for a delivery system, participants will develop skills to formulate means for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of formulating means to achieve goals, subgoals, and objectives.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem MEANS: Formulate means for a delivery system.

70 minutes - Small Group Activity. Problem MEANS.

15 minutes - Report Period.

5 minutes - Evaluation of Problem MEANS.

Unit III: Planning Implementation of System Plans

Rationale

Now that staff members have developed the knowledge and skills to plan a systematic plan for a correctional agency or institution, it becomes important for them to develop knowledge and skills of planning implementation of a systematic plan. Staff need to develop knowledge and skills to plan implementation to ensure that efficiency and effectiveness of a systematic plan are maintained.

Unit Objectives

Objective (1.1.3) Given lecture, discussion, and study of Part II of the Planning Model on concepts and principles of planning implementation, participants will be able to answer 16 out of 20 items correctly on a multiple choice test on planning implementation.

Objective (1.2.3) Given task group activities, reporting, discussion, and supervised practice on planning implementation, participants will complete an implementation plan with a score of 80%.

Overall Strategy

A. Number of Unit Sessions and Recommended Time for Each Session

1. Session 1 - 2 hours
2. Session 2 - 2 hours
3. Session 3 - 2 hours
4. Session 4 - 2 hours
5. Session 5 - 2 hours
6. Session 6 - 2 hours
7. Session 7 - 2 hours
8. Session 8 - 2 hours

Total 16 hours

B. Methods and Techniques

1. Methods

a. Large group
b. Small group

2. Techniques

a. Lecture
b. Question and answer
c. Task group
d. Simulation
e. Discussion

C. Location

1. Meeting room, large (1)
2. Meeting rooms, small (2)

D. Hardware and Software

1. Hardware

a. Overhead projector
b. Screen
c. 16 mm movie projector

2. Software

   a. Transparencies
   b. Books
   c. 16 mm film
   d. Problems and exercises
   e. Lined notebook paper

Evaluation

Evaluation of this unit will be made by analysis of scores from an objective test against criteria set in unit objectives.

Session 1 of Unit III

Rationale

The concepts and principles of developing a public relations function for a correctional agency or institution are very often misunderstood. This can result in support for implementation of a systematic plan not being fully furnished by staff, clients and the community. Staff members should understand the concepts and principles of planning a public relations function and have the skills to develop a public relations plan.

Session Objectives

Objective (1.1.3.1) Given lecture, question and answer, and study on concepts and principles of planning public relations, participants will be able to answer 8 out of 10 items correctly on a postassessment.

Objective (1.2.3.1) Given task group assignment, reporting, discussion, and supervised practice on planning public relations, participants will develop skills to plan public relations for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning a public relations/information service.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem PUBLIC RELATIONS: Develop skills in planning a public relations/information service.

70 minutes - Small Group Activity. Problem PUBLIC RELATIONS.

15 minutes - Report Period.

5 minutes - Evaluate Problem PUBLIC RELATIONS.

Session 2 of Unit III

Rationale

The purpose of this session is to help staff members understand the critical importance of planning the development of human resources for a correctional system. Staff members must have the knowledge and skills to plan the use of personnel in the implementation of a systematic plan.

Session Objectives

Objective (1.1.3.2) Given lecture, question and answer periods, and study of the concepts and principles of human resources development, participants will be able to answer 8 out of 10 items on a postassessment on human resource development.

Objective (1.2.3.2) Given task group activity, reporting, discussion, and supervised practice on human resources development, participants will develop skills to plan human resources development for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning the utilization of human resources for a system.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem HUMAN: Develop skills in planning staff development programs.

70 minutes - Small Group Activity. Problem HUMAN.

15 minutes - Report Period.

5 minutes - Evaluation of Problem HUMAN.

Session 3 of Unit III

Rationale

The purpose of this session is to help staff members understand the concepts and principles and develop skills of planning a budget to support a systematic plan. Staff support of budgetary planning will be developed by providing staff members with information about the purpose and procedures involved in planning a budget.

Session Objectives

Objective (1.1.3.3) Given lecture, question and answer, and study of concepts and principles of planning a budget, participants will answer 8 out of 10 items on a postassessment.

Objective (1.2.3.3) Given task group activity, reporting, discussion, and supervised practice in planning budget, participants will develop skills to plan a budget for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of systematic budgeting.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem BUDGET: Develop skills in planning a budget.

70 minutes - Small Group Activity. Problem BUDGET.

15 minutes - Report period.

5 minutes - Evaluation of Problem BUDGET.

Session 4 of Unit III

Rationale

This session will help staff members understand the concepts and principles of planning legislation and policy which will enable implementation of a systematic plan. Staff must develop skills in planning legislation and policy to support implementation because of the roles of legislation and policy in the implementation of a systematic plan.

Session Objectives

Objective (1.1.3.4) Given lecture, question and answer, and study on the concepts and principles of planning enabling legislation and policy, participants will be able to answer 8 out of 10 questions on a postassessment.

Objective (1.2.3.4) Given task group activity, reporting, discussion, and supervised practice on planning enabling legislation and policy, participants will develop skills to plan enabling legislation and policy for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning enabling legislation and policy for a delivery system.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem POLICY: Develop skills in planning enabling legislation and policy for a system.

70 minutes - Small Group Activity. Problem POLICY.

15 minutes - Report Period.

5 minutes - Evaluation of Problem POLICY.

Session 5 of Unit III

Rationale

The purpose of this session is to give staff a perspective of how planning time relates to the implementation of a systematic plan.

Session Objectives

Objective (1.1.3.5) Given lecture, question and answer period, and study on the concepts and principles of planning time, participants will be able to answer 8 out of 10 items on a postassessment.

Objective (1.2.3.5) Given task group activity, reporting, discussion, and supervised practice on planning time, participants will develop skills to write a time schedule for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of time management.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem PERT: Develop skills in using Program Evaluation and Review Technique.

70 minutes - Small Group Activity. Problem PERT.

15 minutes - Report Period.

5 minutes - Evaluation of Problem PERT.

Session 6 of Unit III

Rationale

Staff members should be given an orientation to the importance which planning facilities and hardware and software have in the implementation of a systematic plan. Staff must be able to plan the implementation facilities and hardware and software to ensure the successful implementation of a systematic plan for corrections.

Session Objectives

Objective (1.1.3.6) Given lecture, question and answer period, and study of the concepts and principles of planning facilities and hardware/software for a system, participants will answer 8 out of 10 items on a postassessment.

Objective (1.2.3.6) Given task group activity, reporting, discussion, and supervised practice on planning hardware/software and facilities for a system, participants will develop skills to plan hardware/software and facilities for a delivery system.

Agenda

30 minutes - Large Group Lecture. Concepts and principles of planning facilities and hardware/software for a delivery system.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment: Problem HARDWARE: Develop skills in planning facilities and hardware/software for a delivery system.

60 minutes - Small Group Activity. Problem HARDWARE.

15 minutes - Report Period.

5 minutes - Evaluation of Problem HARDWARE.

Session 7 of Unit III

Rationale

The role and function of an advisory committee is very often misunderstood. Staff members should be able to plan the organization and use of an advisory committee by being given the concepts and principles and developing skills to plan for the use of a committee. This session presents staff with the concepts and principles and helps staff develop skills to plan and use an advisory committee in a correctional setting.

Session Objectives

Objective (1.1.3.7) Given lecture, question and answer periods, and study of the concepts and principles of planning the organization of an advisory committee, participants will be able to answer 8 out of 10 items on a postassessment.

Objective (1.2.3.7) Given task group activity, reporting, discussion, and supervised practice on planning an advisory committee, participants will develop skills to plan utilization of advisory committee for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning organization and utilization of advisory committee.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment: Problem ADVISE: Develop skills in planning organization of an advisory committee.

70 minutes - Small Group Activity. Problem ADVISE.

15 minutes - Report Period.

5 minutes - Evaluation of Problem ADVISE.

Session 8 of Unit III

Rationale

This session deals with presenting staff members with the need to plan the installation and maintenance of a systematic plan. Even though implementation has been prepared for there is no real plan to install or maintain a system, staff members need to understand how to plan for the installation and maintenance and then develop the skills to make those plans.

Session Objectives

Objective (1.1.3.8) Given lecture, question and answer periods, and study of the concepts and principles of planning installation and maintenance of a delivery system, participants will answer 8 out of 10 items correctly on a postassessment on installing and maintaining a system.

Objective (1.2.3.8) Given task group activity, reporting, discussion, and supervised practice on installation and maintenance of a delivery system, participants will develop skills to plan installation and maintenance for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning system installation and maintenance.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem INSTALL: Develop skills of planning systems installation and maintenance.

70 minutes - Small Group Activity. Problem INSTALL.

15 minutes - Report Period.

5 minutes - Evaluation of Problem INSTALL.

Unit IV: Planning Evaluation of Correctional Systems

Rationale

The purpose and procedure of program evaluation are often misunderstood. This usually results in the lack of full cooperation and enthusiasm on the part of staff members. Staff understanding and skill of program evaluation should be developed by providing a unit on the purpose and role of planning the evaluation for a correctional system.

Unit Objectives

Objective (1.1.4) Given lecture, question and answer, and study of Part III of the Planning Model on concepts and principles of planning evaluation, participants will be able to answer 8 out of 10 questions on a postassessment on planning evaluation.

Objective (1.2.4) Given task group activities and supervised practice on planning evaluation, participants will complete an evaluation plan with a score of 80%.

Overall Strategy

A. Number of Unit Sessions and Recommended Time for Each Session.

1. Session 1 - 5 hours
2. Session 2 - 5 hours

Total 10 hours

B. Methods and Techniques

1. Methods

a. Large group
b. Small group

2. Techniques

a. Lecture
b. Question and answer
c. Task group
d. Simulation
e. Discussion

C. Location

1. Meeting room, large (1)
2. Meeting rooms, small (2)

D. Hardware and Software

1. Hardware

a. Overhead projector
b. Screen

2. Software

a. Transparencies
b. Lined paper, notebook
c. Problems and exercises
d. Pens/pencils
e. Books

Evaluation

Evaluation of this unit will be made by comparison of objective test scores against criteria set in unit objectives.

Session 1 of Unit IV

Rationale

In the past, many staff members have not favorably received the concept of self-evaluation. It is essential that staff members develop the understanding that self-evaluation is a tool that will improve the operation of a system. This session is designed to develop staff members understanding and skills in planning a self-evaluation.

Session Objectives

Objective (1.1.4.1) Given lecture, question and answer period, and supervised practice on self-evaluation, participants will develop skills to plan a self-evaluation for a delivery system.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning a self-evaluation.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem SELF-EVALUATION: Develop skills in planning a self-evaluation for a delivery system.

250 minutes - Small Group Activity. Problem SELF-EVALUATION.

15 minutes - Report Period.

5 minutes - Evaluation of Problem SELF-EVALUATION.

Session 2 of Unit IV

Rationale

Staff members should clearly understand the purpose of external evaluation so they can fully assist an evaluation team. Staff members should have the opportunity to understand the role of an external evaluator and should develop skills in planning the external evaluation of a systematic plan.

Session Objectives

Objective (1.1.4.2) Given lecture, question and answer, and study on the concepts and principles of external evaluation, participants will answer 8 out of 10 items on a postassessment.

Objective (1.2.4.2) Given task group activity, reporting, discussion, and supervised practice on planning and external evaluation, participants develop skills to plan an external evaluation for a delivery system model.

Agenda

20 minutes - Large Group Lecture. Concepts and principles of planning an external evaluation.

5 minutes - Question and Answer Period.

5 minutes - Small Group Assignment. Problem RED: Develop skills in planning external evaluation for a delivery system.

250 minutes - Small Group Activity. Problem RED.

15 minutes - Report Period.

5 minutes - Evaluation of Problem RED.

Appendix

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